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## ABSTRACT

This publication is designed as a reference book for business teachers and school administrators who are concerned with present and future problems of administering and supervising business education at the secondary level. Chapter I details the roles and responsibilities of the business education department chair who is administrator, supervisor, and teacher. Chapters II through VI address curriculum planning; budget items, including equipment and supplies and materials; instructional practices (staff orientation, scheduling, textbooks and support materials, supplementary text, software library, inventory, and program promotion); student organization (Future Business Leaders of America); and professional growth. Appendixes include a sample department overview; textbook evaluation criteria; software evaluation criteria; advisory committee information; Future Business Leaders of America materials list; and business and office education materials available from the North Carolina Department of Public Instruction. (YLB)

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# HANDBOOK FOR BUSINESS DEPARTMENT CHAIRS

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## FOREWORD

All schools are interested in improving their efficiency and effectiveness. In order to accomplish this task, it is necessary that some process of leadership be organized. One process in the secondary school has been in the form of departments.

This publication, A HANDBOOK FOR BUSINESS EDUCATION DEPARTMENT CHAIRS, was compiled as a reference book for business teachers and school administrators who are concerned with present and future problems of administering and supervising business education at the secondary level.

The next decade will bring marked changes in business education. It is the duty of business educators to prepare for these changes. In order to truly be prepared for the future, we must (1) *devote much time to keeping ourselves attuned to the most current developments of the present;* (2) *devote some time to thinking about what may happen in the future;* (3) *remain flexible enough to accept willingly those changes which are necessary;* and (4) *work diligently to make those changes that will result in improved instruction.*

There has been no intent to provide an all-inclusive, comprehensive, inexhaustible list of activities to help create a favorable impression of the business department. You may agree with many suggestions that have been made for the promotion of your business department; yet, you may heartily disagree with others. As educators, we are responsible for the public relations image created by our departments existing in our schools and in our communities.

As business educators, we must continue to exhibit the Jonathan Livingston Seagull qualities rather than the Rip Van Winkle qualities.

Hattie J. Blue  
Chief Consultant  
Business & Office Education

November 1988

## **HANDBOOK FOR BUSINESS DEPARTMENT CHAIRS**

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## I. ROLES AND RESPONSIBILITIES

A business education department chair in the secondary school is an educator who has a distinct triad of functional responsibilities. These responsibilities encompass the combined roles of administrator-supervisor-teacher.

As a fellow administrator, the department chair cooperates with the principals, central office administrators, and other department chairs in coordinating and unifying the program of instruction within the school. Among the specific responsibilities are short- and long-range planning, special inter-departmental program developments/assignments, and general committee activities.

In a supervisory capacity, it is mandatory that the department chair be readily accessible to staff and students, and act as listener, confidante, clarifier, subject matter resource person and human relations expert. The full staff should be involved in departmental decisions. This helps build high morale, pride in professional excellence, and create harmonious team relationships necessary for successful departmental operation and growth.

As a teacher, the prime responsibility of the department chair, is to perform as an instructional leader. The department chair should make it a point to teach a range of courses, including those serving all ability levels of the student population. From time to time, it may be desirable to give demonstration lessons in some phase of the instructional program as assistance to new teachers or teachers working in a new subject area, or as an introduction to a new teaching method or departmental course. By proper example, the leader can set the pace for the department, instill the desire to improve the instructional quality, and influence overall attitudes and performance.

### Departmental Meetings

Planning productive department meetings is a key aspect of the chair's duties. A successful meeting will follow an agenda--one that is publicized in advance if possible. Department meetings that are successful are those that contribute to solving teacher problems, result in a meaningful exchange of ideas, or result in learning from stimulating speakers. Routine business matters are better handled by bulletin or other written communications.

Sometimes a shared meeting with other departments can be profitable. These meetings might focus around department projects, involve participation of department personnel, utilize resource consultants or concentrate on solving department and school problems. Guidance counselors and administrators should be invited when the meeting would be of particular interest to them.

## Budgeting

One of the most important functions of the business education department chair is the planning and preparation of the budget. The budget is the financial plan of operation for the educational program. It expresses the hopes and aspirations of everyone involved--the department chair, teachers, administrators, school board members, and the public. The end result should be improvement of instruction for the students.

In the "good old days," budgeting was not a function associated with any specific department. However, school reorganization, today's complex society, the knowledge explosion, technological advances, varieties of teaching techniques, and financial pressures have brought about many changes. One such change is departmental budgets.

Procedures vary, but the guidelines under which most schools operate are similar. The department chair has the responsibility of establishing and maintaining a financially sound program that is in line with the philosophy and objectives of the local education agency. The budget must be planned, submitted to the administration, defended, and finally carried out. Part III, 11 ITEMS, goes into more detail on this subject.

## Lead Teacher

The business education department chair has a number of routine responsibilities inherent in the position. These are day-to-day or periodic duties essential to the smooth functioning of the department. Some of these responsibilities are:

1. Requisitioning books, supplies, equipment, and repairs.
2. Distributing books, supplies, and equipment to staff.
3. Instructing and supervising teachers concerning the collection of fees and fines.
4. Providing an accounting of school property at the end of the year or as needed.
5. Promoting the use of the media center and audiovisual aids by all department personnel.
6. Arranging for the sponsorship of activities and special projects for which the department is logically responsible.
7. Evaluating textbooks and materials for adoption.
8. Holding conferences with students, parents, and teachers.
9. Holding conferences with publishing, machine, and audiovisual representatives.

10. Devising security precautions for equipment and supplies.
11. Preparing budget estimates for the department.
12. Initiating and/or cooperating in the application for federal and state funded projects.
13. Articulating work with the other department chairs within the school and business departments of other schools.
14. Carrying out directives of school administrators.
15. Serving as liaison between department, vocational director, and state department consultants.

No matter what the job description says or how diverse, complex, or demanding the duties and personal interactions (on all levels--internally and externally), a business department chair is an educator...an educator who continually performs as the three-in-one person whose functional output includes administration, supervision, and teaching.

## II. CURRICULUM PLANNING

High on the list of priorities for the department chair is the development of a comprehensive curriculum whose design meets the specific needs of the students and the community, as well as reflecting the changing needs of the business world. Consequently, the department head must become knowledgeable about the existing program, and after reviewing it, make a determination about the specific needs of the students and community. Any changes, revisions, additions, or deletions should be made with the full cooperation and participation of the staff. It can also be productive to have student participation in curriculum development.

Additions and changes should be carefully worked out and put into proper form before being presented to school administration. It is the department chair's responsibility to explain, clarify, promote, and sell the new proposals.

As an aid in deciding on curriculum offerings, the guidance department may conduct a periodic follow-up of graduates. Local job market analysis and employer feedback are further aids in determining needed changes and revisions. The department chair should be thoroughly familiar with the vocational education information system (VEIS) data on graduates of the program.

Although there have been many changes in the business education curriculum during the past decade, it is inevitable that the next decade will see changes that are both more numerous and more significant. As the world in which we live and work experience rapid change, then too, must the business education curriculum if it is to keep pace with the times. A thorough familiarization with the PROGRAM OF STUDIES is a must for every department chair.

During the next decade, we will see additional changes in the business curriculum. Among these will be:

1. Content and equipment will change to keep pace with the times.
2. Teaching methods will change as newer and better ways of providing instruction are adopted.
3. Courses will be shortened as the length of the time required to develop employable skill decreases by the use of more effective training devices and media (shorthand and keyboarding/typewriting fall into this category).
4. Courses will be lengthened due to an increase in the number and complexity of skills needed for certain positions (Computer Applications falls into this category).
5. Emphasis will shift in certain courses (in typewriting, more emphasis will be placed on accuracy; in accounting, more emphasis will be placed on computerized systems).



## Department Overview

The business department chair should be an advocate of the business program and be able to give an overview of the program at all times. An overview should include the philosophy and objectives, enrollment history and trends, procedures for course selection and deletion, student registration procedures, class scheduling, and the process by which Future Business Leaders of America is an integral part of the curriculum.

Periodic assessments of the business program is a necessity. A well-developed and administered follow-up system will aid in maintaining quality results by showing what is worthwhile in the present program and what needs to be examined for the future. One of the most valuable sources of information about the program is its product--the graduates. By using the data obtained through the VEIS, forms valuable information can be obtained in support of the program.

Appendix A is a sample overview of a typical business education department. This kind of information should be general knowledge and readily accessible within the business department.

### III. BUDGET ITEMS

The budget has been described as a financial request which is included in the financing of an educational plan. In planning the budget, the department chair should examine past accomplishments, present needs, and future considerations.

Answers to the following questions are important as they apply to the past:

1. What has been the school's growth in the past several years?
2. How has this growth taken place in the business education department?
3. What changes have been made in the curriculum in the past?
4. How have the needs for equipment and other materials been handled in the past?
5. Have the needs of the student and community been met?
6. Does follow-up information reveal the effectiveness of the curriculum?

Answers to the following questions are important as they apply to the present:

1. What is the projected enrollment for the school, as well as the business education department, for the coming year? .
2. What additional equipment, supplies, and materials will be needed?
3. What immediate changes in the curriculum are being planned?
4. What budgetary requests must be made to meet these needs?
5. Are replacements of equipment to be made?
6. What new instructional media is essential in carrying out a sound program of business education.
7. If funds are limited, must a priority listing be made?
8. How does the current program fit into the future education plans of the community?

Consideration must be given to future plans. These plans must be flexible and subject to adjustment annually. Therefore, these questions may have application:

1. What is happening in the business world that will have implications for the future curriculum?
2. Is there a need for planning purchase of equipment and/or supplies over a short-term or long-term basis?
3. Will the rental or leasing of expensive equipment be done?
4. Will the ability of the community to finance education change?
5. What is the trend for financing education?
6. What are the specific sources of funds for the business program?

These are typical questions that need to be answered in analyzing the various factors that influence good budget procedures. Through careful planning, a budget will have much to do with improving the quality of instruction.

Budgeting should be considered as a year-round activity. Develop a special filing system for it. Make decisions before the due date of the budget request. Budget request items usually include:

**Equipment.** This is the major item involving a larger expenditure of money. In the event funds are limited, it is still advisable to make requests for equipment requiring large expenditures even though they may be denied.

**Supplies and Materials.** This category will be for the usual and special items that are normally consumed through use and cost less than items classified as equipment. Because of the characteristics of business education compared to areas of English or social studies, for example, the need for supplies of a special nature is greater. Items particular to the business education program would be typewriter/printer ribbons, typing paper, envelopes, copy holders, etc. Ordinary supplies used in all classrooms, such as computer paper, chalk, pencils, erasers, paper clips, tape, staples, etc., should not have to be budgeted but stored centrally and available upon request by any teacher or department whenever needed.

Repairs. This category is usually for the type repairs that are common to business education, such as those needed for typewriters, computers, printers and other business machines. A specific repair schedule should be observed in order to minimize disruption of the instructional process. A repair record should be maintained on each piece of equipment. Essential elements of a repair record are:

*Machine Make*  
*Serial No.*  
*Year Purchased*  
*Warranty*  
*Room No./Machine No.*  
*Date Reported*  
*Nature of Repair*  
*Date Repaired*  
*Service Representative*

Audiovisuals. This usually involves a listing of film rentals, purchases of films and filmstrips, video tapes, slides, transparencies, and all other items of similar nature. It may also be necessary to formally request audio-visual equipment, such as projectors, screens, overheads, tape players, VCRs, etc.

Supplementary Materials. Magazines, newspapers, books, computer software, and other instructional materials are essential in the classroom. Departmental libraries need to be established and kept current. Teachers as well as students have special needs in business education and budgets should include requests for these essential materials.

Travel. It has become vitally important to have budget monies for travel purposes. Secondary schools have representation at all vocational/business education meetings. This may involve traveling to:

National conventions  
State meetings and conventions  
Area department chair meetings  
Vendor equipment shows  
Coordinator's meetings  
Visiting business offices  
Meetings of professional organizations  
Vocational student organization meetings  
Inservice meetings

All teachers in the business education department should have an opportunity and be encouraged to request monies for these purposes.

If the department chair develops an attitude of cooperation, willingness, and honesty with department staff and school administrators, the job of preparing the budget will be exciting. It is a continuous process, not to be considered as a "once-a-year" shot in which decisions are made at one time. Budget planning is an important responsibility because it involves the expenditure of money. There is a theory that money spent in training students, directly or indirectly, pays big dividends.

## **IV. INSTRUCTIONAL PRACTICES**

### **Staff Orientation**

With each new addition to the staff, the department chair is responsible for orienting the newcomer to the department and to the school. A new business teacher should be provided with curriculum guides or course-of-study, outlines and copies of the textbooks and materials used in the classes. The department chair should also acquaint the new teacher with the objectives, standards, expectations, and policies of the department.

Orientation also extends to substitute teachers. Here the department chair is responsible for instructing substitutes in their duties and making certain that absentee teachers have left complete classroom instructions to cover their period of absences.

Similar supervisory activities may be required if the department is called upon to cooperate with local colleges in providing experience for student teachers.

### **Scheduling**

Fitting the right teacher to the right combination of classes is another important responsibility. The department chair should be thoroughly familiar with the strengths of each teacher and work within those guidelines. Teachers should be consulted on their subject preferences, and all assignments should be discussed personally. Many business teachers may have a particular area in which they feel strongest in interest and preparation. Having a strong teacher in each subject offered is desirable; it is also desirable that teachers develop flexibility and be able and willing to handle multiple business offerings.

The assignment of co-curricular and extra-curricular activities are usually handled by a school administrator. These assignments should be made cooperatively with the department chair, thus, allowing for adequate student supervision in the necessity of teacher absence.

### **Textbook and Support Materials**

Through the State Board of Education textbook adoption policy in cooperation with the State Textbook Commission, the business education department chair should provide leadership in the evaluation and selection of textbooks and other instructional support materials.

The criteria by which publishing companies submit business education textbooks for adoption are found in Appendix B. The selection of textbooks requires that all teachers be aware of the latest developments in teaching methods and trends impacting on the curriculum.

Supporting the thrust of today's information society is a kaleidoscope of computer software that enhances communications and the processing of information. With the rapidity of change in the business environment, an added thrust has been placed upon the business education program--that of maintaining a computer software library of the various business applications that are performed in the business world. Essential elements of a software library would include:

*Software Name*  
*Version*  
*Equipment Requirements*  
*Location*  
*Courses/Applications*

The explosive development of computer software makes it necessary to establish criteria to evaluate it as well. Appendix C provides sample forms for the evaluation of computer software.

### **Inventory**

A department chair should at all times have a complete record of all equipment and furniture in the department. Essential elements of an inventory records are:

*Item*  
*Serial No.*  
*Date Purchased*  
*Vendor*  
*Cost*  
*Room No.*  
*Date Traded/Discarded*  
*Remarks*

### **Program Promotion**

With the vast array of electives in a school curriculum, it is not enough to have a well equipped department, a well trained staff, and employment opportunities waiting for trained employees, and expect students to automatically elect business courses. We must market the benefits of business education.

Marketing activities should be targeted for three different publics: (1) the general public, parents, and the business community through an advisory committee; (2) the general school administration, other teachers, and guidance personnel through program brochures and open house; and (3) students through Future Business Leaders of America activities, which by their nature serve to promote good public relations for business education.

**Advisory Committees.** The department chair has a real opportunity and responsibility in establishing good community contacts and making the instructional program and activities known to parents and the business community. Formation of an advisory committee made up of local businesspersons provides an excellent two-way communication channel to the business community. It would be very much in order for the department chair to volunteer as a speaker before community groups and to use slide presentations of department offerings, equipment, and activities. Appendix D provides information on the formation and functions of an advisory committee.

**Brochures and Open-house** Effective handouts and brochures need not be elaborate. They should be written in a clear, concise manner with a specific audience in mind. The advantages of enrolling in business courses should be clearly pointed out. Hosting an open house or reception is a good way to focus attention on the business department and the training it provides. The open house may be a part of traditional parents night activities, or as a means of acquainting students within the department and the school of the relationship between the business classes and their career goals--they may not be aware of all the classes that are available.

**Future Business Leaders of America.** The enthusiasm of FBLA members generates the best type of department recruitment--word-of-mouth testimonials. To be most effective, group activities should be an integral part of the business instructional program. Publicize organization activities, trips, and projects so that the entire school knows that the business department is a dynamic and fun place. Display plaques, certificates, and ribbons received for chapter members' involvement. Also, publicize the community contacts that members make as a result of their participation in department activities.

## **V. STUDENT ORGANIZATION**

The student organization, Future Business Leaders of America, is an important component of a business education department. It provides an excellent opportunity for students to develop leadership ability and to expand their knowledge of business through local, state, and national contests, service projects, and business-related activities of various kinds.

Whether the department chair serves as the main adviser or as a support adviser, it is a position of distinction for a business education teacher. Necessary documents in the department are copies of the official state and national handbooks which describe the purposes, goals, and objectives; and copies of the national and state competitive events guidelines which gives the eligibility requirements of all the competitive events.

No organization can be successful without the enthusiastic support of students. All students should be provided with the opportunity to participate in FBLA activities. Time should be spent in each class describing the goals and objectives. Students should be fully aware that participation in FBLA provides opportunities to complement the instructional program.

### **Developing Leadership Skills**

One of the purposes of FBLA is to develop leadership qualities among its members. The adviser has an important role in achieving these purposes. Preparing students for leadership roles in the student organization include assisting students in personal development, sending student representatives to district, state, regional, and national student vocational organization activities.

Through participation in the various service, social, fund-raising, and educational activities, each member--not just the officers--can have opportunities to develop leadership skills. Planned leadership training sessions for chapter officers and members are important. In addition, the sessions can emphasize the skills that officers need to carry out their responsibilities. Training sessions should focus on working in/with groups, learning parliamentary procedure, and developing communication skills, both oral and written. Role-playing and simulated activities in these areas can be incorporated into the training sessions.

Materials for use with FBLA activities available from the state and national officers are listed in Appendix E.



## **Competitive Events**

Acquaint students with the opportunities for participation and competition (both group and individual) and help them develop the necessary skills and knowledges needed. Contests cover areas such as typewriting, short-hand, computer applications, accounting, parliamentary procedure, public speaking, job interview, as well as chapter projects. Participation in district, state, regional, and national meetings and contests either as an officer or a contestant is a positive motivational device for members at the local level.

## **Planning Activities**

Well-planned program activities appropriate to the interest and ability levels of the members add significantly to their development. The following guidelines can be helpful in planning and selecting activities.

1. Encourage a well-balanced program of activities.
2. Keep the activities on the levels of members; developed by students under supervision.
3. Encourage selection of activities that will challenge every member.
4. Ensure that most of the activities relate in some way to the educational objectives of the program.
5. Avoid planning activities beyond the financial capability of the organization.
6. All activities should be clearly stated and understood by the members.
7. Do not undertake too many activities.

Guide your officers in setting up a monthly calendar listing each activity and its meeting date.

## **Evaluating the Chapter**

Evaluating the chapter's activities, goals, meetings, training programs, and projects should be an ongoing process since evaluation is the key to improvement. Evaluation should focus both on procedures and accomplishments.

1. How efficiently were meetings conducted?
2. How well were projects organized?
3. How effective were membership campaign techniques?

4. How many members participated at district and state events?
5. How much money was raised (if appropriate)?
6. How did students benefit from membership?

Periodically, all staff members should be involved in assessing the chapter's effectiveness in meeting its goals and serving its members. Advising a student organization requires time and effort by the business teacher. An active chapter, however, can add significantly to the educational experiences of students and to the business department.

## **VI. PROFESSIONAL GROWTH**

The effectiveness of business teachers in the classroom is partially dependent upon their professional attitudes and interests. Creative teaching is a mark of a professional business teacher. It begins with carefully planned objectives that define student growth and achievement in knowledges, skills, attitudes, and understandings from each assignment or unit of study. Although opportunities for innovative teaching vary somewhat in different communities, with difference groups of students, and with different individuals, a business teacher who recognizes and fulfills professional obligations and responsibilities is more likely to also be creative and imaginative.

Upon completion of requirements for a baccalaureate degree, and a valid teaching certificate, along with the development of the personal and professional attributes necessary for teaching, an individual is ready to enter the profession. To be distinguished as a professional, a business teacher should: (1) have high ethical standards; (2) establish and maintain good teaching-learning environments; (3) establish rapport with co-workers; (4) fulfill expectations of supervisors; (5) cultivate and promote good relations with the community; (6) continue educational growth through formal graduate programs, self-evaluation and improvement methods, reading professional books and periodicals, and actual work-related activities; and (7) participate and become involved in professional organizations, business and civic, in order to be aware of innovations, laws, and standards.

### **High Standards of Ethical Behavior**

The professional business teacher maintains high standards of ethical behavior which include the following:

- . Recognition of and respect for each student as an individual
- . Respect for the confidences of students
- . Respect for the integrity of co-workers
- . Recognition of the difference in roles of teacher and student
- . Recognition of the importance of maintaining the best possible learning environment
- . Respect for, and adherence to, school regulations

### **Participation in Professional Organizations**

The professional business educator will become an active member of local, state, and national professional organizations. Such membership will provide many publications that enable the teacher to keep abreast of current research, new methodology, and teaching procedures. Since business education teachers should take an active part in the development of new programs, professional information about new developments in business education is of increasing importance to them. Specialized information provided by professional organizations can provide the assistance needed to bring about

needed curriculum changes. The value received from professional magazines and research, coupled with in-service workshops, seminars, and conferences, adds a measure of professionalism obtained in no other way.

The professional business education organizations of particular interest to business teachers and prospective business teachers in North Carolina include the following:

**National Business Education Association.** This national organization has concern to, and interest in, business education and business teachers. NBEA conducts an annual national convention, publishes the BUSINESS EDUCATION FORUM and the NATIONAL BUSINESS EDUCATION YEARBOOK, and provides other services and materials for business teachers. The program departments of NBEA are: post-secondary schools, National Association of Business Teacher Education (NABTE), administration and supervision, National Association of Business Education State Supervision (NABESS), and the International Society for Business Education (ISBE).

**Southern Business Education Association.** This is one of the five regional associations of the National Business Education Association. North Carolina business educators who belong to NBEA also are members of SBEA, which holds an annual convention and publishes newsletters.

**North Carolina Business Education Association.** The state business education association has membership open to all business educators and college students enrolled in business teacher education programs. NCBEA holds an annual meeting and publishes newsletters.

**American Vocational Association.** This is the national organization for all vocational teachers and administrators. The Business and Office Education Division has a representative on the AVA Executive Board. AVA holds an annual convention and publishes the VOCATIONAL EDUCATION JOURNAL monthly.

**North Carolina Vocational Association.** The membership of this state vocational association is comprised of teachers, teacher educators, and administrators associated with vocational education programs. The Business and Office Education Division has a representative on the NCVA Executive Board. NCVA co-sponsors the annual Vocational Education Summer Workshop.

Membership in honorary societies is available by invitation to undergraduate and graduate business education students.

**PI Omega Pi.** This is an honor society in business education which promotes scholarship and a professional spirit at the undergraduate level. Membership is open by invitation to business education students in universities and colleges where active chapters are located.

**Delta PI Epsilon.** This honorary graduate business education society, with its invitational membership, promotes research in business education and publishes the DELTA PI EPSILON JOURNAL and THE BUSINESS EDUCATIONAL INDEX as well as other occasional pronouncements.

## KEEPING UP TO DATE THROUGH PROFESSIONAL LITERATURE

Professional literature should become a part of every professional business teacher's regular reading. In addition to the journals and yearbooks published by professional organizations presented earlier in this section, some well-known professional journals for business educators are:

<u>Balance Sheet</u>	South Western Publishing Company 5101 Madison Road Cincinnati, OH 45227	Free
<u>Business Education</u> <u>World</u>	Gregg Division, McGraw-Hill Book Co. 1221 Avenue of the Americas New York, NY 10020	Free
<u>Journal of Education</u> <u>Business</u>	Heldref Publications 4000 Albemarle St., NW Washington, DC 20016	\$28 annual subscription
<u>Business Exchange</u>	Houghton-Mifflin Company One Beacon Street Boston, MA 02108	Free
<u>Viewpoints</u>	MPC Educational Publishers 3839 White Plains Road Bronx, NY 10467-5394	Free

The professional business teacher should also be aware of the many free and nominal cost materials that can be obtained from business, industry, and professional organizations. Examples of materials sources include the Independent Insurance Agencies, Association of Information Systems Professionals, Professional Secretaries International, and the American Management Society.

## OBTAINING INSERVICE EDUCATION

In-service education is essential for teachers to keep up to date with materials, equipment, and concepts in a rapidly changing business world. In-service education should include practical work experience as well as various types of programs designed to upgrade teaching competencies. Meaningful programs can be conducted in each school or in each area, either before or during the school year. Local administrative agencies in the same district can cooperate in bringing together resource persons to present new equipment, materials, and concepts. To grow professionally, teachers must be willing to devote time to in-service education.

## WORKING WITH PROSPECTIVE TEACHERS

An important responsibility of the professional business teacher is to serve as a model for the prospective business teacher. The guidance and leadership abilities shared may have a lasting effect on the student teacher's success as a classroom teacher.

## **PUBLIC RELATIONS**

The business teacher must utilize all facilities available for creating a close working relationship between the business classroom and the local business community. The use of news media, bulletin board displays, open house, and personal conferences with citizen advisory committees will improve public relations. Membership in local civic organizations is also beneficial in promoting good public relations. By actively participating insofar as possible in the business and professional organizations and activities of the community, the business teacher can keep the public informed about the work of the department, the types of preparation being offered, and the manner in which the business department serves the community. Suitable publicity should be given to the work of the business department, as well as the achievement of its business students and graduates.

## **VOCATIONAL STUDENT ORGANIZATION ADVISER**

Although one business teacher should be designated as the Future Business Leader adviser, each teacher in the business department should share the responsibility for making membership in an active FBLA chapter available to all business students. Areas of individual responsibility may be determined by mutual agreement, but the ultimate success of chapter activities will depend on the professional attitude and cooperation of all business teachers.

## **ADVISORY COMMITTEE**

Professional business teachers will assume their share of the responsibility for organizing a business advisory committee and coordinating its activities. Such a committee can provide valuable input in the area of program planning and evaluation as well as by working directly with student groups as resource persons.

## **STATE DEPARTMENT OF EDUCATION**

The business teacher should be familiar with the services and materials provided by the Business and Office Education section within the Division of Vocational Education. Services and/or materials are provided in five areas: (1) technical assistance, (2) curriculum development, (3) personnel development, (4) marketing/public relations, and (5) vocational student organization management.

## **Sample Department Overview**

### Appendix A

## **BUSINESS AND OFFICE EDUCATION DEPARTMENT**

The Business and Office Education Department of XXXXXXXXXX High School is designed for the student who plans to enter the world of work upon graduation, the student who takes business courses for enrichment, and the student who wishes to pursue further study. The following courses are offered: Keyboarding/Typewriting, Advanced Typewriting/Word Processing, Business Math, Shorthand I and II, Computerized Accounting I and II, Administrative Support Occupations I and II, Computer Applications I and II, Principles of Business, Business Communications, and Introduction to Computers. Four classrooms are provided as teaching stations for these courses.

The four teachers who make up the staff of the Business and Office Education Department hold Vocational A, and Masters degrees in business and office education. The teachers of the business education staff have had a broad background of experiences in both the classroom and the world of business.

A laboratory approach is used in teaching business courses. Teachers strive to correlate business courses with other subject areas to make them relevant to current office trends and to the personal needs of students.

A variety of methods that are appropriate to each course of study is used to evaluate student progress and to serve guidance and instructional planning purposes. Opportunities to develop and apply leadership social, civic, and business-related skills are provided through Future Business Leaders of America (FBLA), the vocational student organization for Business and Office Education students.

Students who do not follow the business and office education curriculum but elect one or more business courses acquire skills that will enrich their lives. Those students who complete the business and office education course of study should acquire a variety of salable skills they will need to pursue a career in the business field.

## FOREWORD

Faculty members of the Business and Office Education Department are aware that the only true measure of the success of their teaching is the influence it has on their students.

The four full-time teachers, with a total of seventy-three years of business teaching in XXXXX County, have received much gratification from observing their students obtain employment with the skills and knowledge they have been taught in all or part of the thirteen business courses offered.

Knowing that their students have found a place for themselves in the business world and have had enriched personal lives because they chose business subjects has been the real reward.



## OBJECTIVES OF BUSINESS AND OFFICE EDUCATION DEPARTMENT

- I. TO EQUIP THE BUSINESS AND OFFICE EDUCATION STUDENTS WITH THE MARKETABLE SKILLS, KNOWLEDGE, AND ATTITUDES NEEDED AS BUSINESS EMPLOYEES OR AS SELF-EMPLOYED BUSINESS PERSONS.
- II. TO DEVELOP THROUGH BOTH GENERAL AND SKILL COURSES GOOD CITIZENS WITHIN THE BASIC PATTERNS OF EDUCATION BY:
  - A. Leading students to see the necessity of maintaining physical and mental health through emphasis on good posture, good grooming, and personal appearance; insisting that students learn how to cope with office disagreements and frustrations.
  - B. Emphasizing diction, spelling, power of expression, accurate written and oral English, and following directions, as an integral part of our economy.
  - C. Making it possible for students to enjoy a better standard of living as a result of teachings such as budgeting, bargain spending, and profitable investments.
  - D. Helping students find themselves through recognition of their opportunities and their abilities and how to go about finding the best jobs in terms of their abilities and interests.
  - E. Helping students understand the social and economic structure of their society and the necessity of their contributing to their social communities.
  - F. Encouraging the wise use of leisure time through profitable self-improvement.
  - G. Placing emphasis on high ideals--thoughtfulness and consideration for the interests and rights of others and attractiveness of offices and working surroundings.
  - H. Bringing students in contact with actual businesses through visits, speakers, interviews, and surveys.
  - I. Helping students to adjust to the rapidly changing work place through the use of new equipment and introduction to the changes in job opportunities.

## STRENGTHS

1. The following advanced courses are available: Computerized Accounting, Advanced Typewriting/Word Processing, Administrative Support Occupations, and Shorthand.
2. Keyboarding/Typewriting is required of all students.
3. New or current textbooks are used in most courses.
4. A variety of supplementary books and materials are used.
5. The department has incorporated microcomputers in all courses.
6. A computer lab is equipped with 15 microcomputers and 15 printers. In addition, the other classrooms are equipped with 5 computers and 5 printers.
7. Keyboarding/Typewriting rooms are equipped with half electronic typewriters and half computers.
8. Electronic calculators, transcribing machines, and other up-to-date machines are available for appropriate courses.
9. Audio-visual equipment is available in the department and through the media center.
10. The student organization, Future Business Leaders of America, actively participates in district and state functions.
11. A planning period is provided for each teacher.
12. All business teachers are experienced and certified in their field.
13. A central inventory is maintained by the department chair.

## NEEDED IMPROVEMENTS

1. Better guidance procedures to assist students in course selection are needed.
2. Additional equipment is needed--microcomputers, telephone system.
3. Additional storage space is needed.
4. Additional electric service is needed.
5. Classrooms need to be carpeted and acoustically treated.
6. Better recruitment for FBLA membership is needed.

## **SHORT-RANGE GOALS**

1. Provide better career information that will help students relate their interests, needs, and abilities to occupational opportunities in business.
2. Make more courses available to more economically disadvantaged students.
3. Promote business and office education to students, faculty, and community by using various methods and materials.
4. Constantly re-evaluate the relevancy of our courses for today's students and the business environment.
5. Promote membership in FBLA through increased visibility and student participation.

## **LONG-RANGE GOALS**

1. Make the physical facilities in our classrooms more in keeping with today's business and office environment.
2. Continue personnel development in order to keep abreast of changing procedures and technology.
3. Expose students in every course to current technology and provide them with the opportunity to develop skill and confidence in the use of computer software programs.
4. Conduct local surveys and study the data to determine necessary course modifications or additions.

## **ENROLLMENT SUMMARY**

Total Enrolled	464
No. of Sections	23
VSO Members	164
Enrollment by Grades	
Tenth	144
Eleventh	126
Twelfth	194

### ***Enrollment by Sex***

Tenth	
male	57
female	87
Eleventh	
male	44
female	82
Twelfth	
male	87
female	107

### ***Enrollment by Race***

American Indian	61
Asian	3
Black	167
Hispanic	1
White	232

### ***Enrollment by Courses***

	Sections	Enrollment
6200 Principles of Business	2	36
6400 Introduction to Computers	1	17
6325 Business Math	2	45
6411 Computer Applications I	2	25
6535 Business Communications	1	22
6511 Keyboarding/Typewriting	6	167
6512 Advanced Typewriting/Word Processing	1	15
6531 Administrative Support I	1	20
6532 Administrative Support II	1	12
6521 Shorthand I	2	28
6522 Shorthand II	1	14
6311 Computerized Accounting I	2	46
6312 Computerized Accounting II	1	17

Evaluator \_\_\_\_\_ Date \_\_\_\_\_

Excellent = 4	Below Average = 1
Above Average = 3	Unsatisfactory = 0
Average = 2	Not Applicable = 0

[illegible]

II. Format

- A. The teacher's edition/manual is available with the text and includes suggestions for planning, and managing, and evaluating instructional experiences.
- B. The textbook is effectively illustrated with appropriate and up-to-date photographs, models, graphs, and diagrams.
- C. Photographs are free of social, economic, sexual, and ethnic biases.
- D. The page layout and design are attractive, suitable, and educationally valuable and the typography enhances readability.
- E. The cover is attractive, durable, functional, and appropriate. For example, Keyboarding/Typewriting books have a top binding.
- F. The table of contents is descriptive and the index is accurate, complete, and easy to use.

Excellent	Above Average	Average	Below Average	Unsatisfactory	Not Applicable

III. Comments:

**MICROCOMPUTER SOFTWARE EVALUATION:  
APPLICATION SOFTWARE**

DESCRIPTION

Package Title \_\_\_\_\_

Version \_\_\_\_\_ Cost \_\_\_\_\_

Producer \_\_\_\_\_

Subject Area \_\_\_\_\_ Grade/Ability Level \_\_\_\_\_

Purpose:

\_\_\_\_\_  
Medium of Transfer: \_\_\_\_\_ 5 $\frac{1}{4}$  Disk \_\_\_\_\_ 3 $\frac{1}{2}$  Disk

\_\_\_\_\_  
Type of Package: \_\_\_\_\_ Single Program \_\_\_\_\_ Integrated Program

\_\_\_\_\_  
Required Hardware:

# EVALUATION

Rating

Strongly Agree  
Agree  
Disagree  
Strongly Disagree  
Not Applicable

RATING: Circle the letter abbreviations which best reflects your judgement. (Use the space following each item for comments.)

☐

Check this box if this evaluation is based partly on your observation of student use of this package.

SA	A	D	SD	NA	1. The documentation is clear and unambiguous.
SA	A	D	SD	NA	2. Technical terms are adequately explained.
SA	A	D	SD	NA	3. The documentation is accurate.
SA	A	D	SD	NA	4. The documentation uses a logical, tutorial approach.
SA	A	D	SD	NA	5. The directions are easy to follow.
SA	A	D	SD	NA	6. Information in the documentation is consistent with the hardware.
SA	A	D	SD	NA	7. Menus are carefully documented.
SA	A	D	SD	NA	8. Interrelationships of menus are explained.
SA	A	D	SD	NA	9. A comprehensive index is provided.
SA	A	D	SD	NA	10. The screen is effectively used.
SA	A	D	SD	NA	11. Commands used are logical and easily remembered.
SA	A	D	SD	NA	12. Corrections are easily handled at all stages of operation.
SA	A	D	SD	NA	13. Procedures exist for escaping from all stages of operation.
SA	A	D	SD	NA	14. Minimum time is required to move from operation to operation.
SA	A	D	SD	NA	15. Judicious use is made of the printer.
SA	A	D	SD	NA	16. Intended users can operate the program without unwarranted assistance.
SA	A	D	SD	NA	17. The program performs reliably (i.e., the result can be consistently achieved.).
SA	A	D	SD	NA	18. The program logically achieves its intended purpose.
SA	A	D	SD	NA	19. Procedures used are comparable to those that business would use.



Note: Complete rating sheet before responding to these items.

20. Describe the major strengths of the software package:

21. Describe the major weaknesses:

22. Describe the potential use of the software package in classroom settings.

23. \_\_\_\_\_ I would use or recommend use of this package.

\_\_\_\_\_ I would not use or recommend this package.

Reviewer's Name \_\_\_\_\_ Date \_\_\_\_\_

# Software Evaluation Form

Reviewer's Name: \_\_\_\_\_ Date of Review: \_\_\_\_\_

Address/Phone: \_\_\_\_\_ ( ) \_\_\_\_\_

Program Title \_\_\_\_\_ Medium: \_\_\_\_\_ 5 $\frac{1}{4}$ " disk; \_\_\_\_\_ 3 $\frac{1}{2}$ " disk

Package Title \_\_\_\_\_ Copyright Date (if any) \_\_\_\_\_

Microcomputer (brand, model, memory) \_\_\_\_\_

Necessary Hardware \_\_\_\_\_

Producer \_\_\_\_\_ Author(s) \_\_\_\_\_

Back-up Copy Policy \_\_\_\_\_ Cost \_\_\_\_\_

## PART 1

### Program Overview and Description

1. Subject area and specific topic \_\_\_\_\_
2. Prerequisite skills necessary \_\_\_\_\_
3. Appropriate grade level (circle) 1 2 3 4 5 6 7 8 9 10 11 12 college
4. Type of program (check one or more)
 

<input type="checkbox"/> Simulation	<input type="checkbox"/> Testing
<input type="checkbox"/> Educational Game	<input type="checkbox"/> Classroom Management
<input type="checkbox"/> Drill and Practice	<input type="checkbox"/> Other (specify) _____
<input type="checkbox"/> Tutorial	
<input type="checkbox"/> Problem Solving	<input type="checkbox"/> Remediation
<input type="checkbox"/> Authoring System	<input type="checkbox"/> Enrichment
5. Appropriate group instructional size: \_\_\_\_\_ individual \_\_\_\_\_ small group \_\_\_\_\_ class
6. Is this program an appropriate instructional use of the computer? \_\_\_\_\_
7. Briefly list the program's objectives. Are they clearly stated in the program or in the documentation? Are they educationally valuable? Are they achieved?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
8. Briefly describe the program. Mention any special strengths or weaknesses.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

# PART 2

## Evaluation Checklist

Please check Yes, No, or Not Applicable for each question below. To add information, or to clarify an answer, use "Comments" at the end of each section.

Yes	No	N/A	EDUCATIONAL CONTENT
_____	_____	_____	1. Is the program content accurate?
_____	_____	_____	2. Is the program content appropriate for intended users?
_____	_____	_____	3. Is the difficulty level consistent for material, interest, and vocabulary?
_____	_____	_____	4. Is the program content free of racial, sexual, or political bias?

Comments: \_\_\_\_\_

Yes	No	N/A	PRESENTATION
_____	_____	_____	1. Is the program free of technical problems?
_____	_____	_____	2. Are the instructions clear?
_____	_____	_____	3. Is the curriculum material logically presented and well organized?
_____	_____	_____	4. Do graphics, sound, and color, if used, enhance the instructional presentation?
_____	_____	_____	5. Is the frame display clear and easy to read?

Comments: \_\_\_\_\_

Yes	No	N/A	INTERACTION
_____	_____	_____	1. Is the feedback effective and appropriate?
_____	_____	_____	2. Do cues and prompts help students to answer questions correctly?
_____	_____	_____	3. Can students access the program "menu" for help or to change activities?
_____	_____	_____	4. Can students control the pace and sequence of the program?
_____	_____	_____	5. Are there safeguards against students "bombing" the program by erroneous inputs?

Comments: \_\_\_\_\_

Yes	No	N/A	TEACHER USE
_____	_____	_____	1. Is record-keeping possible (within the program or through documentation worksheets)?
_____	_____	_____	2. Does teacher have to monitor student use?
_____	_____	_____	3. Can teacher modify the program?
_____	_____	_____	4. Is the documentation clear and comprehensive?

Comments: \_\_\_\_\_

# PART 3

## Overall Evaluation

CHECK ONE.

- \_\_\_\_ Excellent program. Recommend without hesitation.  
 \_\_\_\_ Pretty good program. Consider purchase.

- \_\_\_\_ Fair. But might want to wait for something better.  
 \_\_\_\_ Not useful. Do not recommend purchase.

## **BUSINESS AND OFFICE EDUCATION ADVISORY COMMITTEE INFORMATION**

No one in the community knows the standard of performance in business in the community as well as the businessperson. Therefore, businesspeople are best qualified to advise school authorities and business teachers on such topics as training required, knowledge and skill needed, and attitudes to be developed--hence, the formation of an advisory committee.

The formal advisory committee for business and office education is "an all-inclusive group of representative business leaders and employers of office occupations students." This committee is formally appointed by school authorities. This advisory group offers advice on business trends, training stations, training needs, and, in general, aids in the promotion of the business education program in the community.

The advisory committee strengthens the program immeasurably by creating among the businesspeople a desire to deal with one recognized agent of the school--the Business and Office Education department chair. It also strengthens the coordinator's position in dealing with businesspeople. It enables the businessperson to distinguish between the cooperative students and students who are working but not enrolled in the cooperative programs. When the community does not know the difference between these two school groups, undeserved criticism of the cooperative programs can result.

Another very valuable contribution made by this committee is reviewing course outlines. This aligns our teaching outlines with the information which businesspeople identify as needed by prospective employees.

### **ADVANTAGES OF ADVISORY COMMITTEE**

1. Provides link between the school business department and business.
2. Give coordinator opportunity to explain vocational education program
3. Offers opportunity to determine long-range need and plans for community
4. Builds interest and confidence in program and establishes teacher coordinator as integral part of business community.

## **FUNCTIONS OF AN ADVISORY COMMITTEE**

1. Establishes in minds of businesspeople the extent of training given to students.
2. Implements policies which establish vocational education program as an educational program--not employment service
3. Assists with planning, conducting, and analyzing surveys in community
4. Advises coordinator of trends in training needs
5. Makes contribution based on knowledge and experience
6. Provides realistic evaluation of instruction

## **ORGANIZATION OF ADVISORY COMMITTEE**

### *Size and Composition of Committee*

1. Numbers on committee will vary--5 to 8 members make good, workable committee
2. Representatives from cross-section of businesses in community
3. Select 5 to 8 educational representatives

### *Whom to Appoint*

1. Select individuals who employ cooperative students
2. Those who seem to have sincere interest in true objectives of program
3. Select members who are recognized as leaders
4. Select members who are willing to give time to participate

### *How to Appoint*

1. Prepare a list of qualified people whom you would like to have serve
2. Discuss with superintendent, principal, and local director and get approval
3. Ask superintendent to send letters inviting them to serve
4. Department chair should follow up each letter with a visit and explain purpose

### *Term of Membership*

1. A regular system of replacement preferred
2. A rotation system injects "new blood"
3. Members usually serve 3 years
4. Provision should be made for staggered replacement
5. Reappoint members if they have proven to be valuable contributors

## **DUTIES OF BOE DEPARTMENT CHAIR**

1. Familiarize committee with philosophy, purpose, and general operational patterns.
2. Guide the direction of advisory member
3. Plan and organize meetings

## **NUMBER AND NATURE OF MEETINGS**

1. There is no general accepted policy concerning number
2. Call meetings when there is business to discuss or help needed
3. Sufficient notice must be given for each meeting
4. Send out agenda in advance; also distribute agenda at meeting

## **DEVELOPING RESPONSIBILITY FOR THE PROGRAM**

1. Committee needs to feel responsibility toward vocational education program
2. Members know that their advice is needed and respected
3. Department chair should give members periodic reports of progress
4. Invite committee members to visit classes and to make talks to students

## HOW AN ADVISORY COMMITTEE OPERATES

An effective advisory committee will develop an organizational pattern to meet its needs. The leadership provided by the committee's officers and the support provided by school staff personnel will determine the ease of difficulty the committee will experience in discharging its responsibilities.

1. The advisory committee has been appointed for a purpose and exists as a formal organization.
2. The selection of a chairperson and a vice chairperson should be made from the lay membership of the committee.
3. The secretary of the committee might be a staff member of the school and provide the clerical function for the committee.
4. Faculty and school administrators:
  - a. Provide the committee with information it need to carry out its responsibilities
  - b. Are encouraged to act as resource personnel and staff for the committee
5. The duties and responsibilities of officers should be specified
6. The lines of communication of how information is transmitted should be specified.
  - a. Distribution of minutes
  - b. Reports and recommendations
7. Frequency of meetings.
  - a. Overall committee
  - b. Subcommittees
    - (1) standing committees
    - (2) ad hoc committees
8. The advisory committee advises or assists in such matters as:
  - a. Providing current information
  - b. Placing students and graduates
    - (1) cooperative education
    - (2) entry level positions
  - c. Arranging field trips, customer work, work experience, guest speakers, and other aids to learning
  - d. Providing opportunities for instructors to update and improve their skills

## ADVISORY COMMITTEE

### FIRST MEETING

It is recommended that a member of the school administrative staff, either the superintendent of schools or his/her designee, serve as temporary chair of the first advisory committee meeting. The first meeting provides an opportunity for the top school administrator to welcome the committee members, to thank the members for their cooperation and to express views concerning the committee's functions.

### AGENDA FOR FIRST MEETING

The first meeting will differ from subsequent meetings in that most of the time will be spent in the orientation of the members. The agenda for the first meeting should include:

1. Welcome and remarks by the chief school administrator
2. Introduction of and biographical information about members of the committee. (This can be in the form of a handout/brochure.)
3. A statement of the role of the committee and how it is expected to be of assistance to the school and vocational education programs.
4. The names and brief biographical information of the school officials.
5. A brief sketch of the history and background of the school.
6. A statement on the nature and objectives of the school and programs.
7. A statement on the nature and objectives of the various programs.
8. A brief outline of problems of the school or of a specific program.
9. A summary of future plans for expansion of the school or a specific program.
10. A summary of standard specified in legislative acts for Vocational Education.
11. Organization of the committee:
  - a. Selection of chair and secretary
  - b. Selection of dates and times for meetings
  - c. Adoption of constitution and bylaws or set of rules to govern the conduct of meetings
12. Adjournment



## SAMPLE BYLAWS FOR ADVISORY COMMITTEE

### ARTICLE I: Name of Committee

The name of the committee shall be \_\_\_\_\_.

### ARTICLE II: Objectives

The objective of the \_\_\_\_\_ Advisory Committee shall be to assist the school to bring about cooperation and coordination of community resources which may be of value to the schools in the operation of the occupational education programs. In achieving this purpose, the Advisory Committee shall provide the assistance in:

- 1.
- 2.
- 3.

### ARTICLE III: Members

- |            |                                   |
|------------|-----------------------------------|
| Section 1. | Composition of Advisory Committee |
| Section 2. | Selection of Members              |
| Section 3. | Term of Office                    |
| Section 4. | Voting Rights                     |
| Section 5. | Termination of Membership         |
| Section 6. | Resignation                       |
| Section 7. | Vacancy                           |

### ARTICLE IV: Officers

- |            |  |
|------------|--|
| Section 1. | Officers. The officers of the Advisory Committee shall be _____. |
| Section 2. | Election and Term of Office                                      |
| Section 3. | Removal  |
| Section 4. | Vacancy  |
| Section 5. | Chairperson  |
| Section 6. | Vice Chairperson   |
| Section 7. | Secretary  |

### ARTICLE V: Committees

- |            |                                 |
|------------|---------------------------------|
| Section 1. | Standing and Special Committees |
| Section 2. | Membership                      |
| Section 3. | Term of Office                  |
| Section 4. | Rules                           |
| Section 5. | Quorum                          |
| Section 6. | Vacancy                         |

## ARTICLE VI: Meetings of Advisory Committee

- Section 1. Regular Meetings
- Section 2. Special Meetings
- Section 3. Place for Meetings
- Section 4. Notice of Meetings
- Section 5. Decisions of Advisory Committee
- Section 6. Quorum
- Section 7. Conduct of Meetings. All regular and special meetings of the Advisory Committee shall be conducted in accordance with Robert's Rules of Order or in accordance with an appropriate adaptation thereof.

## ARTICLE VII: Amendments

These bylaws may be amended at any time by \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## **ADVISORY COMMITTEE PROGRAM OF WORK**

This material suggests some activities and services from which the Advisory Committee may choose projects for a two- or three-year Program of Work. It may also serve as a description of some of the responsibilities of the Advisory Committee.

### **A. INSTRUCTIONAL PROGRAM:**

- . Assist in the development and review of course content to assure that it meets the changing skill and knowledge needs of business
- . Evaluate physical conditions, adequacy of equipment, and layout of office laboratories
- . Assist in obtaining needed school supplies and equipment--on loan as gifts, or at special rates.
- . Assist in the establishment of standards of proficiency to be met by students
- . Assist in the development of related courses for on-the-job training
- . Arrange field trip for business teachers, students and counselors
- . Provide sample kits, charts, and posters, etc., for exhibit and instructional purposes in high school business departments

### **B. TEACHER ASSISTANCE:**

- . Arrange meetings of business teachers to establish cooperative relationships between schools and businesses
- . Assist in arranging summer employment for business teachers
- . Conduct clinics and inservice training programs for business teachers
- . Arrange for substitute or resource instructors from business to assist regular teachers
- . Provide awards, prizes, or some kind of recognition for outstanding business teachers

### **C. PUBLIC RELATIONS:**

- . Provide speakers to address trade and civic groups concerning high school business programs
- . Provide news stories concerning outstanding high school programs to magazines published for specific business groups
- . Provide news stories concerning the high school business program to local news media
- . Attend meetings in support of vocational education which may be called by local and state school officials, boards, and legislative groups
- . Participate in radio and television programs designed to "sell" high school business programs to the public
- . Advise employees and their families concerning high school business programs by posting information on bulletin boards, placing news stories in company bulletins, and inserting enclosures in pay envelopes

### **D. STUDENT RECRUITMENT, SELECTION, AND PLACEMENT:**

- . Encourage students (and parents) to consider business education programs through visits to "feeder schools," speeches to civic clubs, career day meetings, etc.
- . Provide information concerning desirable aptitudes, work habits, education and experience backgrounds needed for entry-level office jobs
- . Provide vocational guidance literature to business teachers, counselors, and students
- . Assist and participate in occupational surveys
- . Assist in placing students in part-time office jobs during school year or summer vacations
- . Assist in placing high school graduates in office jobs

### **E. STUDENT RECOGNITION:**

- . Provide scholarships and other financial assistance for outstanding business graduates who wish to continue their education
- . Provide means of recognition to outstanding business students
- . Serve as judges, workshop presenters, and guest speakers for vocational student organization activities

## FUTURE BUSINESS LEADERS OF AMERICA MATERIALS

**Directions:** Listed below are FBLA materials and the addresses to use when ordering. Please note that there is a charge for some items from the FBLA National Office and for all items from Balfour Supply.

North Carolina FBLA State Office -- 116 W. Edenton St., Room 592, Education Building,  
Raleigh, NC 27603-1712

- ☐ NC-FBLA State Handbook
- ☐ Handbook for Advisers
- ☐ State Awards Program Guidelines
- ☐ Planning Effective Programs
- ☐ New/Reactivate Chapter Packet
- ☐ FBLA Fact Sheet
- ☐ Guide for Integrating FBLA Into the Classroom
- ☐ District Officer/Adviser Handbook
- ☐ State Officer Candidate Guide
- ☐ North Carolina Business Leader
- ☐ FBLA Folder
- ☐ NC-FBLA Brochure
- ☐ "Getting Involved" (16mm film, available for loan)
- ☐ Radio Announcements (tape, available for loan)
- ☐ Parliamentary Procedure (filmstrip, available for loan)
- ☐ "Imagine" (7 min. video, available for loan)
- ☐ NC-FBLA Keychains (\$1)



National FBLA Office -- FBLA-PBL, Inc., P.O. Box 17417-Dulles, Washington, DC 20041

- ☐ Tomorrow's Business Leader
- ☐ Adviser's Guide to Tomorrow's Business Leader
- ☐ Hotline
- ☐ Chapter Planning Packet
- ☐ New/Reactivate Chapter Packet
- ☐ Public Relations Tool Kit (\$25)
- ☐ Videos
  - . "Getting Involved" (\$20)
  - . "Imagine" (\$20)

Balfour Supply Service -- 11722 Parklawn Drive, Rockville, MD 20852

### Chapter Management Tools

- ☐ FBLA-PBL National Handbook
- ☐ Developing Effective Programs and Activities in FBLA-PBL
- ☐ Membership Promotion Leaflet
- ☐ Free Enterprise Poster
- ☐ Profit Poster
- ☐ National Awards Program Guidelines
- ☐ NLC Winning Reports
- ☐ Workshop Outlines
- ☐ Presentation Folder

### Chapter/Member Promotion Items

- ☐ FBLA-PBL logo items
- ☐ Officer/Member Pins
- ☐ Logo Jewelry
- ☐ Decals
- ☐ Pennants
- ☐ Gavel
- ☐ Scrapbooks
- ☐ Notebooks
- ☐ Mugs
- ☐ Trophies
- ☐ Plaques
- ☐ Banners
- ☐ Blazers
- ☐ Tee Shirts, Sweatshirts, Sweaters
- ☐ Embroidered Patches

## BUSINESS AND OFFICE EDUCATION MATERIALS

Directions: Listed below are materials that can be obtained from Business and Office Education, Department of Public Education, Education Building, 116 W. Edenton St., Raleigh, NC 27603-1712. Please order only materials appropriate for the classes you teach.

I. Curriculum Materials

## A. Competency List

- |  |  |
|--|--|
| <input type="checkbox"/> Administrative Support Occupations I    | <input type="checkbox"/> Computer Applications II        |
| <input type="checkbox"/> Administrative Support Occupations II   | <input type="checkbox"/> Computerized Accounting I       |
| <input type="checkbox"/> Advanced Typewriting/Word Processing    | <input type="checkbox"/> Computerized Accounting II      |
| <input type="checkbox"/> Business Communications                 | <input type="checkbox"/> Introduction to Computers       |
| <input type="checkbox"/> Business Data Processing Occupations I  | <input type="checkbox"/> Keyboarding/Typewriting         |
| <input type="checkbox"/> Business Data Processing Occupations II | <input type="checkbox"/> Principles of Business          |
| <input type="checkbox"/> Business Law                            | <input type="checkbox"/> Recordkeeping                   |
| <input type="checkbox"/> Business Management                     | <input type="checkbox"/> Shorthand I                     |
| <input type="checkbox"/> Business Math                           | <input type="checkbox"/> Shorthand II                    |
| <input type="checkbox"/> Computer Applications I                 | <input type="checkbox"/> Small Business/Entrepreneurship |

## B. Guides

- ☐ Business Education Department Chair's Handbook
- ☐ Business Education Room Designs
- ☐ Computer Applications Course Guide
- ☐ Desktop Publishing In Business & Office Education
- ☐ Education for Business, Revised 1988
- ☐ Educator's Guide To Telecommunications
- ☐ IBM Assistance Series, Teacher's Guide
- ☐ Policies and Standards for Cooperative Education
- ☐ Small Business/Entrepreneurship Course Guide
- ☐ Vocational Education Program of Studies

## C. Microcomputer Projects

## 1. Word Processing

- ☐ Exercises for the Microcomputer Using Scripsit
- ☐ Superscript Exercises
- ☐ Word Processing Administrative Functions
- ☐ Word Processing Concepts
- ☐ Word Processing Correspondence Functions
- ☐ Teaching the Use of AppleWriter
- ☐ Word Processing Simulation: Form Letters
- ☐ Written Communication Simulations

## 2. Data Base Management

- ☐ Using Profile III Plus (TRS-80 Model III&IV)
- ☐ Individualized Filing Projects
- ☐ Using a Data Base Management Program (2 projects)

## 3. Desktop Publishing

- ☐ Desktop Publishing in Business and Office Education

## 4. Telecommunications

- ☐ Using Telecommunications in Various Business Courses

## 5. Integrated Packets

- ☐ pfs: First Choice Activities
- ☐ IBM Assistant Series Activities
- ☐ The Baron Shop
- ☐ The Holiday Shop

II. Audio-Visual Materials (Available for Loan)

- \_\_\_ Telecommunications Technology and Devices--MPC Educational Publishers  
Consists of 43 slides, cassette tape & teacher's guide
- \_\_\_ Electronic Mail--MPC Educational Publishers  
Consists of 28 slides, cassette tape and teacher's guide
- \_\_\_ Records Management--MPC Educational Publishers  
Consists of 31 slides, cassette tape and teacher's guide
- \_\_\_ SUCCESSFUL KEYBOARDING: An Elementary Approach--South Western Publishing Company  
Consists of 2 video tapes and teacher's guide
- \_\_\_ DeskSet II--School Television Series  
Consists of three 30-minute programs on 2 video tapes and teacher's guide
- \_\_\_ Keys to the Office--School Television Series  
Consists of eight 15-minute programs on 2 video tapes and teacher's guide
- \_\_\_ The Employment Interviews--MPC Educational Publishers  
Consists of 40 slides, cassette tape, and teacher's guide
- \_\_\_ The Employment Interview for High School Students--Johnson/Randolph Video Production  
Consists of 30-minute video tape
- \_\_\_ Working--Metropolitan Life  
Consists of 15-minute video tape
- \_\_\_ Open for Business--Maryland Instructional TV  
Consists of six 30-minute video tapes
- \_\_\_ I Can Do It! The American Entrepreneurship Series--National Federation of Independent Business  
Consists of 50-minute video tape divided into 4 units with teacher's manual and lesson plan
- \_\_\_ Understanding Taxes--Internal Revenue Service  
Consists of 14 lessons, transparencies and nine 15-minute video programs

III. Transparencies (Available for Loan)

- \_\_\_ Teleconferencing--10 transparencies with guide
- \_\_\_ Telecommunications--10 transparencies with guide
- \_\_\_ Communicating Word Processors & Intelligent Copiers/Printers--10 transparencies with guide
- \_\_\_ Intelligent Telephones and Networking--10 transparencies with guide
- \_\_\_ Voice Message Systems--10 transparencies with guide
- \_\_\_ Telex, TWX & Facsimile--10 transparencies with guide
- \_\_\_ Computer Literacy--50 transparencies with guide

IV. Other

- \_\_\_ BOF. Facts and Figures



## **REFERENCES**

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- RESPONSIBILITIES OF THE BUSINESS EDUCATION DEPARTMENT CHAIRMAN, Monograph Number 120. Cincinnati: South-Western Publishing Company, February 1978.
- ADMINISTRATION AND SUPERVISION IN BUSINESS EDUCATION. Reston, VA: National Business Education Association, 1978.
- EDUCATION FOR BUSINESS, Revised. Raleigh: Business and Office Education, North Carolina Department of Public Instruction, September 1976
- Calhoun, Calfrey C. MANAGING THE LEARNING PROCESS IN BUSINESS EDUCATION, New Edition. Bessemer, AL: Colonial Press, 1986.



Activities and procedures within the Division of Vocational Education are governed by the philosophy of simple fairness to all. Therefore, the policy of the Division is that all operations will be performed without regard to race, sex, color, national origin, or handicap.